

The role of course evaluation and needs analyses for syllabus design: An application to “English Language” course for master-degree students in economics

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Abstract

© 2015, Mediterranean Center of Social and Educational Research. All rights reserved. The article considers the adjustment of the course design process to the new education paradigm. The transition to the competence approach imposed by the New Standards of Higher Education requires fresh perspective to syllabus construction and implies flexibility to be used by course designers. The authors highlight the importance of amalgam of formative and summative assessments, needs analysis and pre- and post-course evaluation to be mandatory instruments to this end. The experiment conducted by the researchers proves the need of balanced and broad-based approach to the syllabus design that would lead to better performance and greater learners' satisfaction. Some recommendations are submitted for approval to the HEI authorities as a practical outcome of the experiment.

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Keywords

Competence approach, Course evaluation, Formative assessment, Needs analysis, Summative assessment, Syllabus design